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ABSTRACT

For the special educator the Suffolk County (NY) Outdoor Learning Laboratories offer many spontaneous "teachable moments" that occur in the out-of-doors in which to guide students' attention and enthusiasm through the process of discovery and problem solving. The program welcomes students with varying degrees of physical, intellectual and/or emotional handicapping conditions. Specialized inservice training, sample curriculum packets, planning sessions, staff assistance, and a resource library prepare each teacher to develop his/her own outdoor learning program based upon the needs of individual students. This guide provides special education teachers with essential information about how to use the facilities and services. Included are descriptions, maps and use procedures of the facilities at Sunken Meadow State Park, Connetquot River State Park, and Nissequogue River State Park; details of the day-use teacher participation plan; safety and first aid reminders; conservation practices; goals, objectives, and implementation procedures for the residential teacher participation plan; instructions about how to receive academic credit for inservice training; and a listing of supplementary programs available for teacher participation. (NEC)

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# Special Education Services

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**SCOPE**

**Outdoor Learning Laboratories**

*Expanding the Classroom into the Natural World*

2

# OUTDOOR LEARNING PROGRAM

## FOR CHILDREN WITH

## HANDICAPPING CONDITIONS

SCOPE OUTDOOR LEARNING LABORATORIES

A cooperative educational program sponsored by SCOPE and the New York State Executive Department, Office of Parks and Recreation and the Long Island State Park and Recreation Commission.

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New York State Parks and Recreation
Orin Lehman, Commissioner

Long Island State Parks
and Recreation Commission

Belmont Lake State Park,
Babylon, New York
John G. Sheridan, General Manager

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James Hines
District Superintendent
BOCES II

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District Superintendent
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Educational Special Services

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Learning Laboratories Residential
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P. O. Box 186
Kings Park, NY 11754
269-4343

Nissequogue River State Park
P. O. Box 17
Smithtown, NY 11787
360-3652

Connetquot River State Park
Outdoor Learning Laboratory
581-6016

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## INTRODUCTION

For the special educator, the Outdoor Learning Program offers an exciting new approach to teaching. As the classroom expands to include the out-of-doors and its phenomena unfold a multitude of fresh resources and teaching strategies. The many spontaneous "teachable moments" that occur in the out-of-doors provide the instructor with maximum opportunities to take advantage of students' attention and enthusiasm while guiding them through the process of discovery and problem solving.

Each year, the program welcomes students with varying types and degrees of physical, intellectual and/or emotional handicapping conditions. Specialized inservice training, sample curriculum packets, planning sessions, staff assistance and a resource library prepare each teacher to develop his/her own outdoor learning program based upon the needs of individual students.

The interdisciplinary nature of outdoor education allows great flexibility in intergrating outdoor learning into any classroom curricula. Thus, the program's available resources grow as new teachers contribute curricula and ideas based in their own specialty areas.

Outdoor education is a tool to make learning more exciting and meaningful for the special child. Each participating teacher is urged to utilize staff and Laboratory resources to their fullest in order to create a uniquely successful outdoor learning program.

## Special Education Resources Available to Teachers

### Curricula

Specialized multi-sensory, interdisciplinary outdoor education curricula has been designed and field tested for children with various handicapping conditions. Participating teachers are provided with sample curriculum packets during inservice. Teachers combine activities from the packet, inservice experiences, and their own backgrounds expertise to develope unique outdoor learning units. Thus curricula development continues throughout the year as a dynamic process integrating teacher feedback and staff coordination. All teachers are welcome to utilize the curriculum files at the Outdoor Learning Laboratory. Photocopies of appropriate curricula will be provided upon request.

### Special Education Library

The SCOPE staff is in the process of developing a library of tactile and audio outdoor education workbooks on various levels for use by participating teachers and students. In addition, specialized outdoor education equipment, materials and games are available on a loan basis to participating teachers.

## Volunteer Staff

A minimum adult-to-student ratio of 3:1 in the out-of-doors insures individualized instruction and safeguards the welfare of participants. To this end, teachers may opt to invite a select group of parents to accompany the class to the Outdoor Learning Laboratory. However, in cases where the use of parent assistance is either impossible or inconsistent with the objectives of the day, teachers may take advantage of the SCOPE Volunteer Staff. These volunteers are recruited from among special education student teachers from local colleges and from qualified community members.

These selected individuals are trained by the SCOPE staff in use of program materials, lesson plan implementation and site facilities. Volunteers are available to work with special education students at the Laboratory, and in some cases, at the school site.

Teachers who plan to make use of volunteer services must place their requests at least three weeks in advance of their outdoor learning experience.

# Sunken Meadow State Park

Louis A. Biamon, Superintendent

William H. Moeller, Assistant Supervisor,
Park Operations

Harold Betts, Assistant Supervisor,
Park Operations

Telephone Number 269-4333

The Sunken Meadow State Parkway in Kings Park is 46 miles east of New York City. VIA

Northern and Sunken Meadow State Parkways

Sunken Meadow State Park includes the following:

Food stands, picnic areas, beach, bathhouse, three, 9-hole golf courses, athletic and playfields, nature trails, hiking, fishing, and bicycle paths.

Sunken Meadow State Park is open year-round.

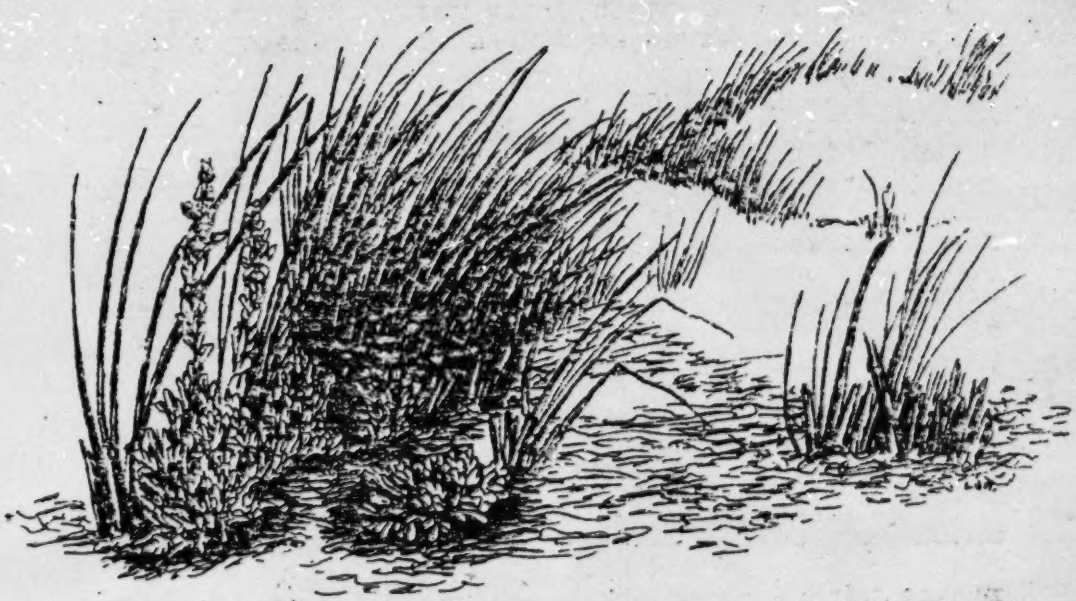
Golf Courses: Open Tuesday through Sunday inclusive, April 1 to November 30 (Closed Monday, except Holidays)

Refreshment stands are open when parking field in area is open.

East Overlook refreshment stand open year-round.

Swimming in the Long Island Sound.

# SUNKEN MEADOW



# STATE PARK

## SUNKEN MEADOW STATE PARK

### The Land Meets the Sea

Immediately west of the mouth of the Nissequogue River, a hilly ridge slopes down toward Long Island Sound; the sandy beach and its dunes are being pressed inland by winds and waves; between the dunes and the foot of the ridge lies a marsh. This three-fold ecosystem--marine beach, salt marsh, and wooded upland--is preserved as Sunken Meadow State Park.

The ridge stands as part of the Harbor Hill moraine extending along Long Island's north shore to Orient Point, the later of the two moraines, which constitute the double spine of the island. Although some of the hilltops along this section of the moraine are exceptionally high, the ridge for thousands of years supported a hardwood forest which withstood the winds sweeping across Long Island Sound. On these high hills, today's oaks, hickories and birches are the descendants of a forest which sheltered troops of animals and throngs of birds. Although the large mammals are gone, the wooded heights now support many small animals and a great variety of birds.

When the Wisconsin glacier retreated, the valley which stretched from the ridge to what is now the continental mainland became an arm of the sea, and the rising waters edged the beach up the slope to where it now stands. The beach is sandy; winds and waves have created dunes. The interplay of land and sea taking place in three zones--the marine surf, the tidal beach, and the dry upper sands--makes for a continuing dynamic of slow change in the shore and meantime, provides a habitat which fluctuates with each tide. Seaweeds, fish, and mollusks in the surf--algae, crabs, and worms in the tidal zone--grasses, birds, and animals of the dunes--interwoven life forms balance on the razor's edge between land and sea.

Salt waters flowing in during high tides interpenetrate fresh waters running down from the hills and create a marshy meadow between the dunes and the foot of the ridge. The connected ponds of the marsh may well have been a tributary of the Nissequogue River during the eons when the river flowed far down the slope which is now the floor of the Sound; today the fresh-water aspects of the meadow are maintained by run-off from the heights about. Intermittent tidal flooding makes the fresh waters brackish or saline, transforming the meadow into a tidal marsh. A complex web of interrelationships among marine and terrestrial fauna and flora supports scores of life forms including forms unique to marshlands as well as many found elsewhere in land, fresh-water, or salt-water environments. Further, the marsh spawns species which reach adulthood only in other ecosystems, such as the sea. Probably no life source on earth is more fertile than a tidal marsh.

Woods, beach, and marsh for centuries provided the Nissequogue tribe of Algonquin Indians with bountiful food supplies as well as natural products such as the trunks of tulip trees for dugout canoes and guahog shells for wampum. In the seventeenth century, English settlers founded some of the nearby villages and the town of Smithtown, maintaining friendly relations with the Indians and learning from them about the natural resources of the area. Early in the American Revolution, British forces encamped along the ridge where the Outdoor Learning Laboratory now stands. General Washington sent a young officer, Nathan Hale, to gain information

about the deployment of the British; the place where Nathan Hale is said to have penetrated the lines is marked by a boulder. Over the years, the Mouth of the Nissequogue, with its adjacent marshlands and hills, has been admired by many well known Americans, including statesman Daniel Webster, poet Walt Whitman, naturalist Robert Cushman Murphy, and planning director Lee Koppelman.

The present area of Sunken Meadow State Park owes its preservation to acquisition by New York State, which gradually purchased a number of parcels of land from private persons and the town of Smithtown. The park, comprised of 1,266 acres, is administered by the New York State Office of Parks and Recreation and the Long Island State Park and Recreation Commission.

## Sunken Meadow Emergency Telephone Numbers

Fire - Dial "0" (operator) and ask for the Kings Park Fire Department, informing the operator that this is an emergency.

State Park Police - M09-2500

St. John's Smithtown Hospital, Route 25A, Smithtown - 360-2000

Smithtown General Hospital, Smithtown By-Pass and Route 111 - 979-4000

## Fire Procedures

The Outdoor Learning Laboratory is constructed according to the approved code for school structures. The main entrance/exit is on the west side of the structure and two additional exits are on the east and west sides. Standard fire extinguishers are located at the slop sink and next to the front entrance. However, in the event of a fire, teachers are to have students exit at once and leave fire fighting to skilled professionals.

## DIRECTIONS TO THE SUNKEN MEADOW

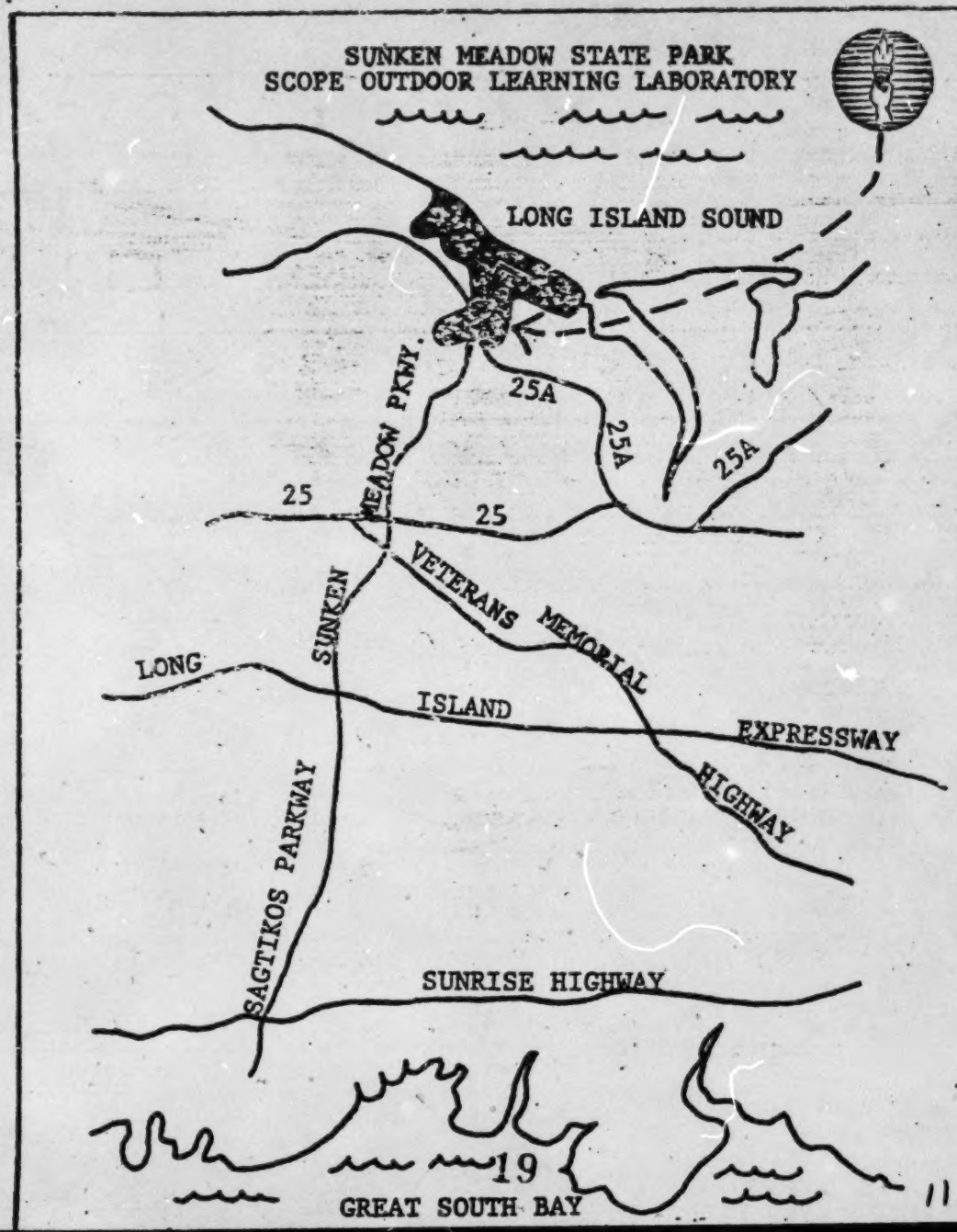
## OUTDOOR LEARNING LABORATORY

Sunken Meadow State Park is entered by way of a toll booth at the northern end of Sunken Meadow State Parkway. During the summer months, in lieu of paying the entrance fee, participants identify themselves at the toll booth by signing in as sponsored by SCOPE. The first right turn after the toll booth leads to Parking Lot 5 and the Outdoor Learning Laboratory. The Laboratory is located under the trees just beyond the northwest corner of the parking field and down the blacktopped path.

Districts sending students and teachers to the Outdoor Learning Laboratory are expected to supply their own transportation to and from Sunken Meadow State Park. Arrival and departure times are essentially up to the discretion of the teacher as the Laboratory is operational from 8:30 A.M. to 4:30 P.M. Special arrangements to arrive can also be made with the Laboratory Director. The only restriction is that this Park officially closes at sundown.

Teachers and district transportation directors will do well to remember that buses are not allowed on State Parkways. The map on the preceding page may be helpful in providing directions to bus drivers.

Bus trips to any field location are sometimes a dull, uneducational experience. This need not be so. Because of Long Island's history, glacial origin, topography, cultural setting and industry, a number of opportunities exist to make the ride to and from the Laboratory part of the total educational experience.


SUNKEN MEADOW STATE PARK
SCOPE OUTDOOR LEARNING LABORATORY
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MEADOW PKWY.
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HIGHWAY
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SUNRISE HIGHWAY
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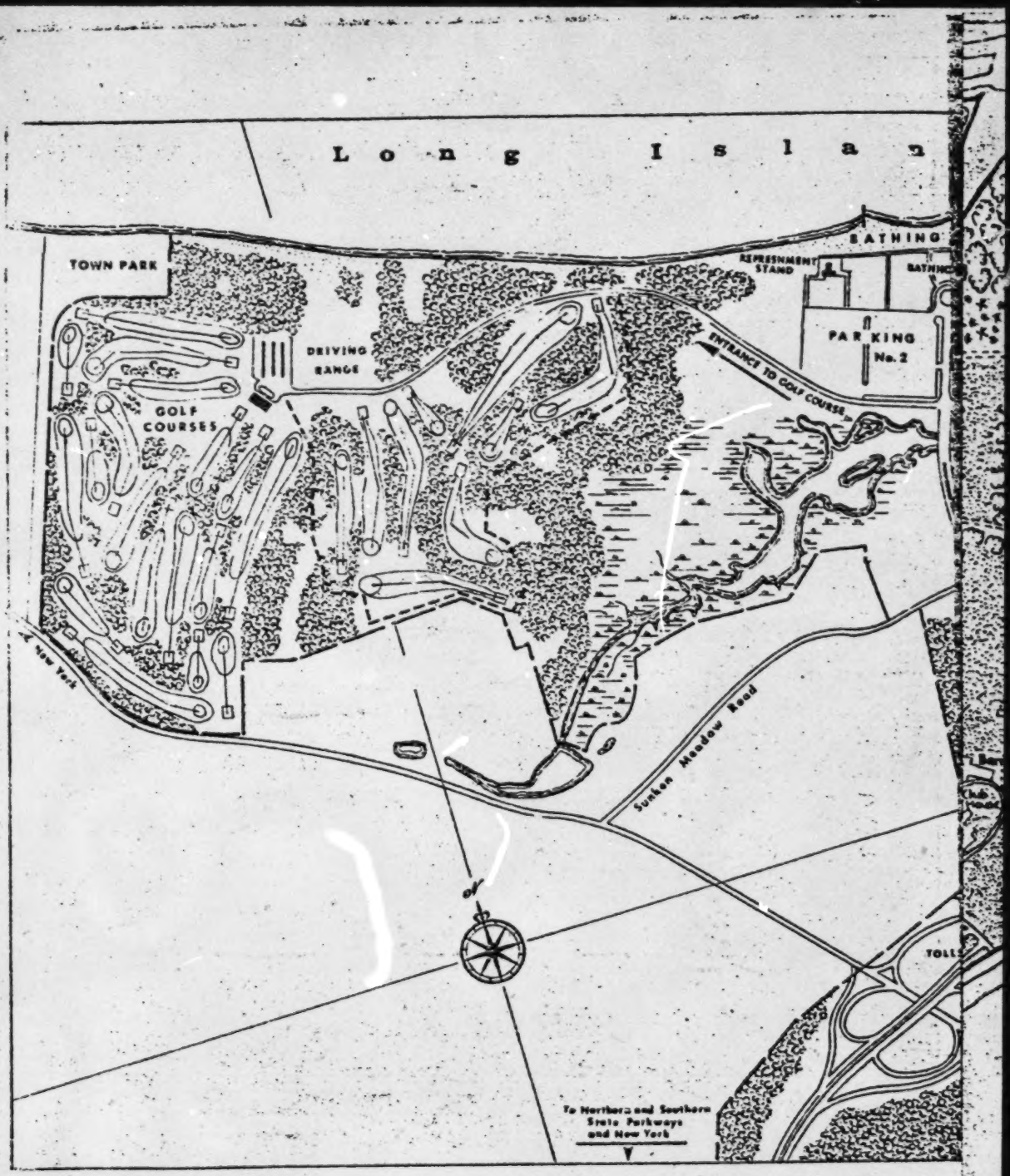
Long Island
TOWN PARK
BATHING
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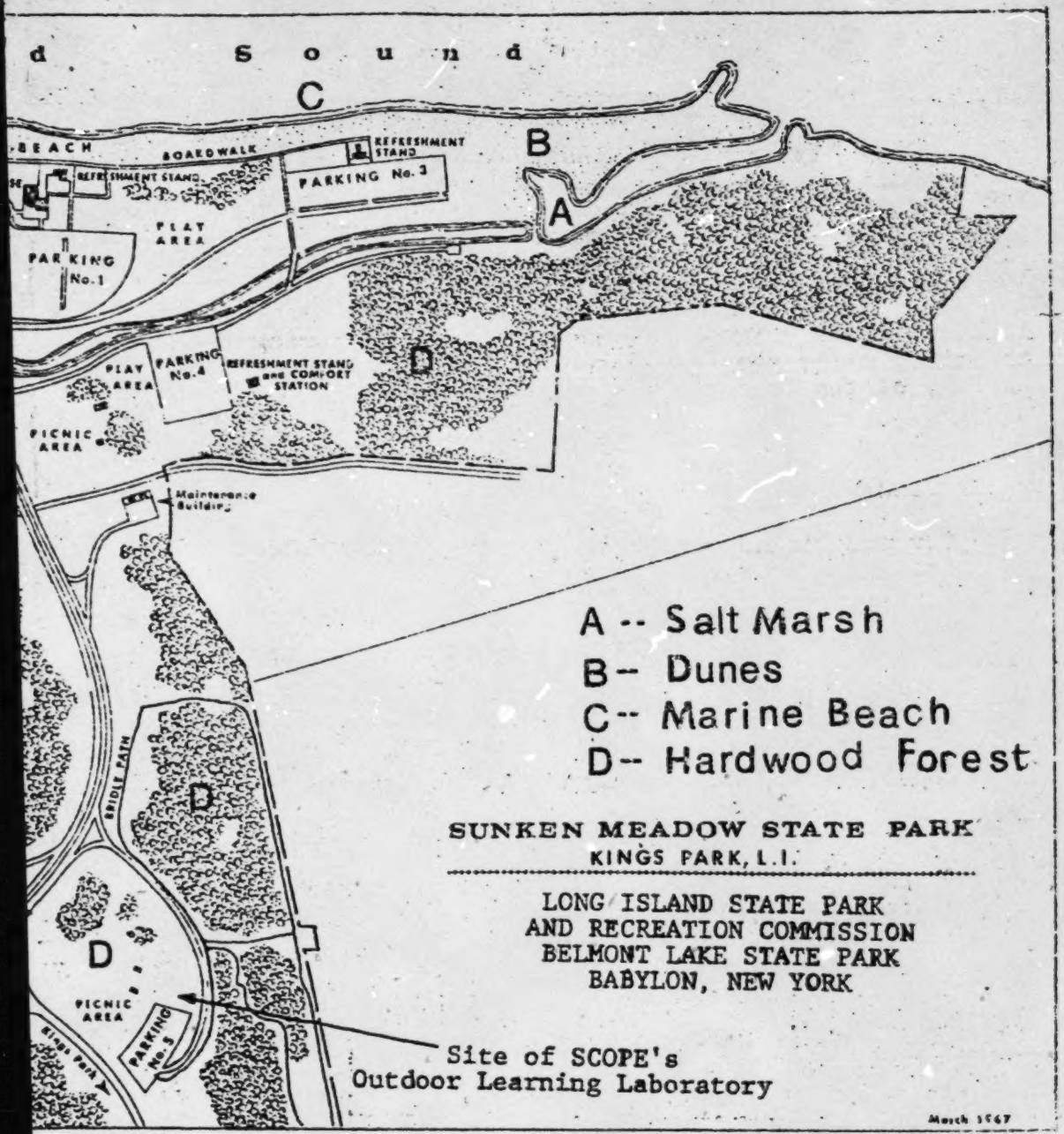
ENTRANCE TO GOLF COURSE
DRIVING RANGE
GOLF COURSES
Sunken Meadow Road
TOLL
To Northern and Southern State Parkways and New York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PARKING No. 3
PLAY AREA
PARKING No. 1
PLAY AREA
PARKING No. 4
REFRESHMENT STAND and COMFORT STATION
D
PICNIC AREA
Maintenance Building
BRIDLE PATH
D
D
PICNIC AREA
PARKING No. 5
Kings Park
A -- Salt Marsh
B -- Dunes
C -- Marine Beach
D -- Hardwood Forest
SUNKEN MEADOW STATE PARK
KINGS PARK, L.I.
LONG ISLAND STATE PARK
AND RECREATION COMMISSION
BELMONT LAKE STATE PARK
BABYLON, NEW YORK
Site of SCOPE's
Outdoor Learning Laboratory
March 1967

## Connetquot River State Park

Mr. Gilbert Bergen, Supervisor

### ACTIVITIES

By Permit and Reservation

GUIDED NATURE WALK AND INTERPRETIVE TOUR

10:00 A.M. 1:00 P.M. 3:00 P.M.

An approximately two hour, two mile walk featuring the grist mill, the fish hatchery, history and ecology of the Connetquot River State Park.

By Reservation: 581-1005

TROUT FISHING

Fly rod fishing for brook, brown and rainbow trout - 4 hour sessions.
7 - 11 A.M., 12 - 4 P.M., 5 - Darkness

By Reservation: 581-1005

EDUCATIONAL ACTIVITIES

Seasonal nature study programs.
BOGES - SCOPE Outdoor Learning Laboratory.

BRIDLE PATHS

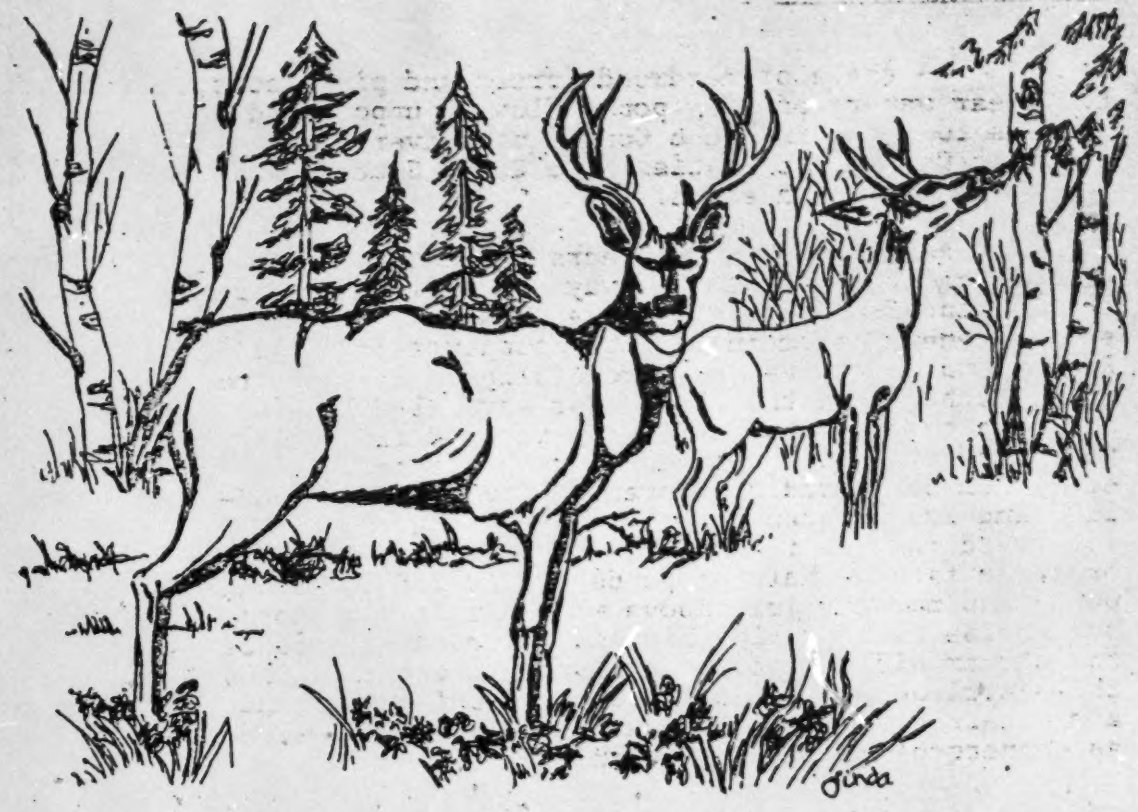
Annual or daily permits required for horseback riding on designated trails.

By Permit: 581-1005

Upon request, special hours, walks, lectures or activities can be arranged to explore many areas of interest.

By Permit: 581-1005

# CONNETQUOT RIVER



# STATE PARK

## CONNETQUOT RIVER STATE PARK

### Woodland Headwaters

In the shade of hardwood forest and pine woods, the clear waters of many ponds flow in unpolluted streams to merge into the Connetquot River; the widening Connetquot empties into Great South Bay on Long Island's south shore.

For some ten thousand years since the Wisconsin glaciation, the gentle waterway has drained seaward through and from the Ronkonkoma moraine, its watershed extending from just below Hauppauge and Lake Ronkonkoma to the bay and from Islip on the west to near Patchogue on the east. For several millenia and into the present, this well-watered and well-protected shallow basin has nourished a complex ecosystem comprised of scores of varieties of woodland and fresh water flora and fauna. Moving southward through its basin, the Connetquot stream broadens into a chain of ponds and is fed additional ponds and marshes just above where it is now crossed by Sunrise Highway; in this headwaters area, before the stream widens into a river and an estuary, lies the heartland of the ecosystem. Of this heartland, a huge area totaling 3,476 acres has been preserved as Connetquot River State Park.

## Background

The clean and plentiful waters of the Connetquot basin's ponds, streams and marshlands have nurtured an extraordinarily rich ecosystem which has been prized by man from Indian times to the present. The Secatogue tribe of Algonquins flourished in the area; their culture is now being studied through artifacts unearthed from an archaeological dig in the park. A settler named William Nicoll bought a patent for the land from the Secatogues and founded the town of Islip. The settlers thrived not only through farming the flatlands and harvesting oysters from the Connetquot estuary but also through fishing the upper river and the headwater ponds and streams.

During the eighteenth century the community remained small and impinged gently on the environment. Residents built a saw mill which still stands on the shore of the Connetquot just south of Sunrise Highway; nearby they built St. John's Church, the second oldest church in Suffolk County. Once the peace was disturbed by a charge of witchcraft leveled against one Mary Newton.

The natural richness of the area attracted an innkeeper, Eliphat Snedicor, and in about 1820 he erected an inn which, expanded and renovated, remains incorporated in the present park building. Snedicor's Inn, a gateway to the headwaters' abundance of natural beauty and wildlife, became host to scores of people who enjoyed hunting, fishing, and an unspoiled environment. Among the guests were President Grant, General Sherman, and Daniel Webster. Wealthy guests falling in love with the area bought tracts of land and by gentleman's agreement preserved the better part of their estates in natural condition; among these were

the Vanderbilts, the Lorillards, John Delmonico, of restaurant fame, Charles Tiffany, who made glass for local churches, August Belmont, who raised thoroughbred horses, and Bayard Cutting, who loved trees.

These landowners joined together in 1866 and converted Snedicor's Inn into the South Side Sportsman's Club. The Sportsman's Club functioned as a site for hunting and fishing and also served as a citadel defending the natural environment of its own acreage and the acreages of its members. Members of the Sportsman's Club helped to formulate the concept of the stewardship of property owners--the idea that ownership implies the responsibility of preserving the environment for future generations.

After over a century of stewardship, in 1973 the Sportsman's Club turned its historic holdings over to the people by way of selling to New York State. Administered by the New York State Office of Parks and Recreation and the Long Island State Park and Recreation Commission, the headwaters of the Connetquot have become a public parkland for our education and enjoyment.

## Personnel and Telephone Numbers for Connetquot River State Park

1. Staff Phone Numbers

Outdoor Learning Laboratories

| | |
|---|---|
| Connetquot River State Park | 581-6016<br>589-5700 |
| Sunken Meadow State Park | 269-4343 |
| Connetquot River State Park Office | JU1-1158<br>JU1-1005 |

2. Emergency Phone Numbers

| | |
|---|---|
| Hospital: | Southside Hospital<br>Montauk Highway<br>BayShore, NY<br>Admitting: 859-3035 |
| Police: | Emergency - MO9-2500 |
| Fire: | Dial "O" (operator) and ask for the East Islip Fire Department, informing the operator that it is an emergency. |

## Guidelines for Teachers, Students and Parents

## Connetquot River State Park

Avoid contact with fishermen and other park visitors - vocal or visual. Students are to work in well supervised groups - large or small.

Smoking by teachers and aids is discouraged because of the "dry" and "composting" environment.

Special attention should be paid to litter, no eating along trails. If a group wishes to eat in a special area, i.e., fish hatchery, English Cove, Slades Pond, the lunches will be packed by the teacher and transported enmasse. All trash is to be carted out.

Pay special attention to the abandonment of equipment - either school or SCOPE. The last person leaving an area should gather all remaining equipment regardless of ownership.

Avoid daffodil plantings and fragile areas.

No random collection of specimens - plant, animal, or mineral.

No harassment or disturbance of waterfowl or animals.

Prepare in advance areas of use prior to arrival. Avoid fishing docks during fishing season.

Guidelines (continued)

Avoid area around mill and mill tail because of obvious safety hazards.

The area around the Annex is a park residence. It is requested to utilize areas other than this.

Avoid any park buildings, fences, vehicles, equipment, boats and storage areas.

The front porch will not be used.

Areas and buildings at the fish hatchery are for structured use (area measurement, population studies, fish hatchery management) and not for random wandering.

Please do not try to feed or disturb horses or riders.

DIRECTIONS TO THE CONNETQUOT RIVER OUTDOOR LEARNING LABORATORY

MAP KEY:
1. Park Entrance
2. Pond Road Entrance
3. Suffolk County Water Authority

From Western Suffolk:

Proceed east on Sunrise Highway past the Park entrance on your left. Continue beyond the 27A intersection until you reach the Suffolk County Water Authority Building on your right. Use the turn around and proceed west on Sunrise Highway through the first light then turn right into the Park entrance.

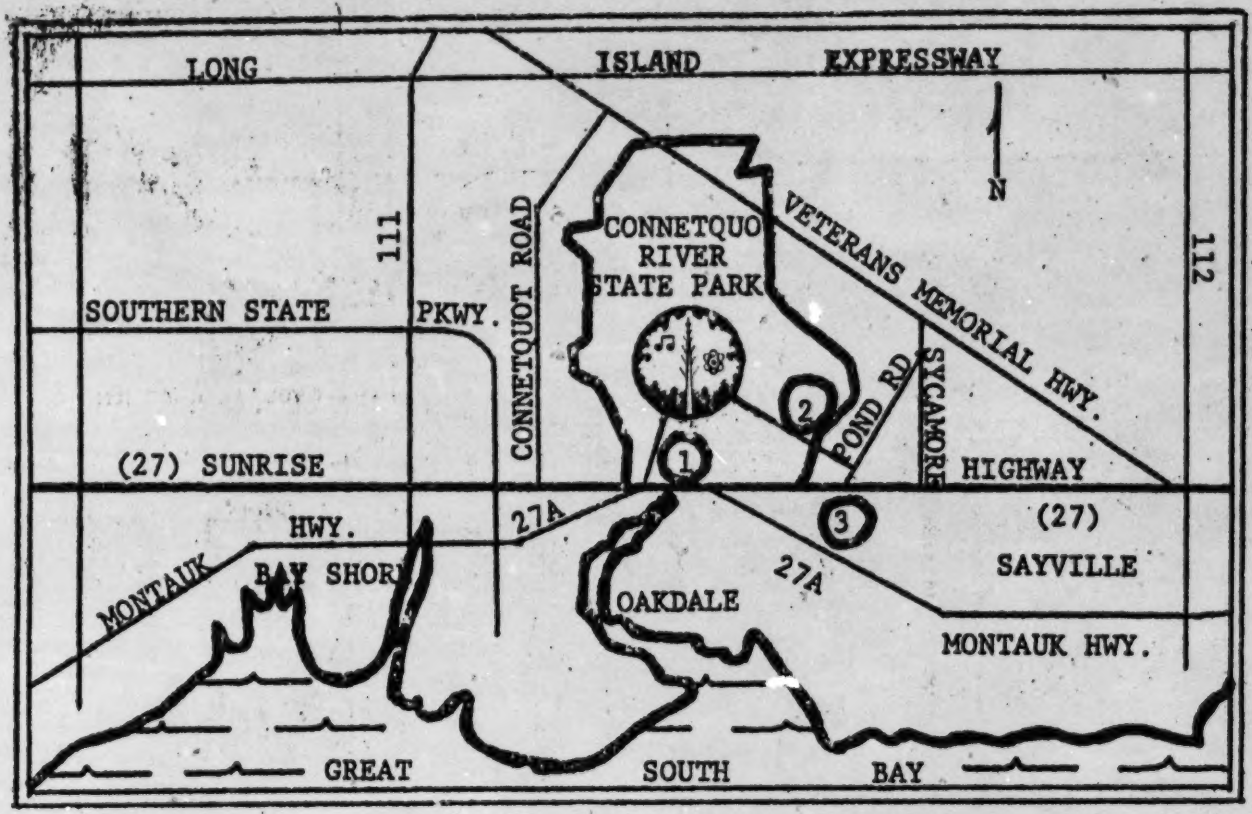
From Eastern Suffolk:

Proceed west along Sunrise Highway past the Suffolk County Water Authority Building on your left. Proceed through the first traffic light where 27A meets Sunrise Highway. Approximately 300 yards ahead turn right into the Park entrance.

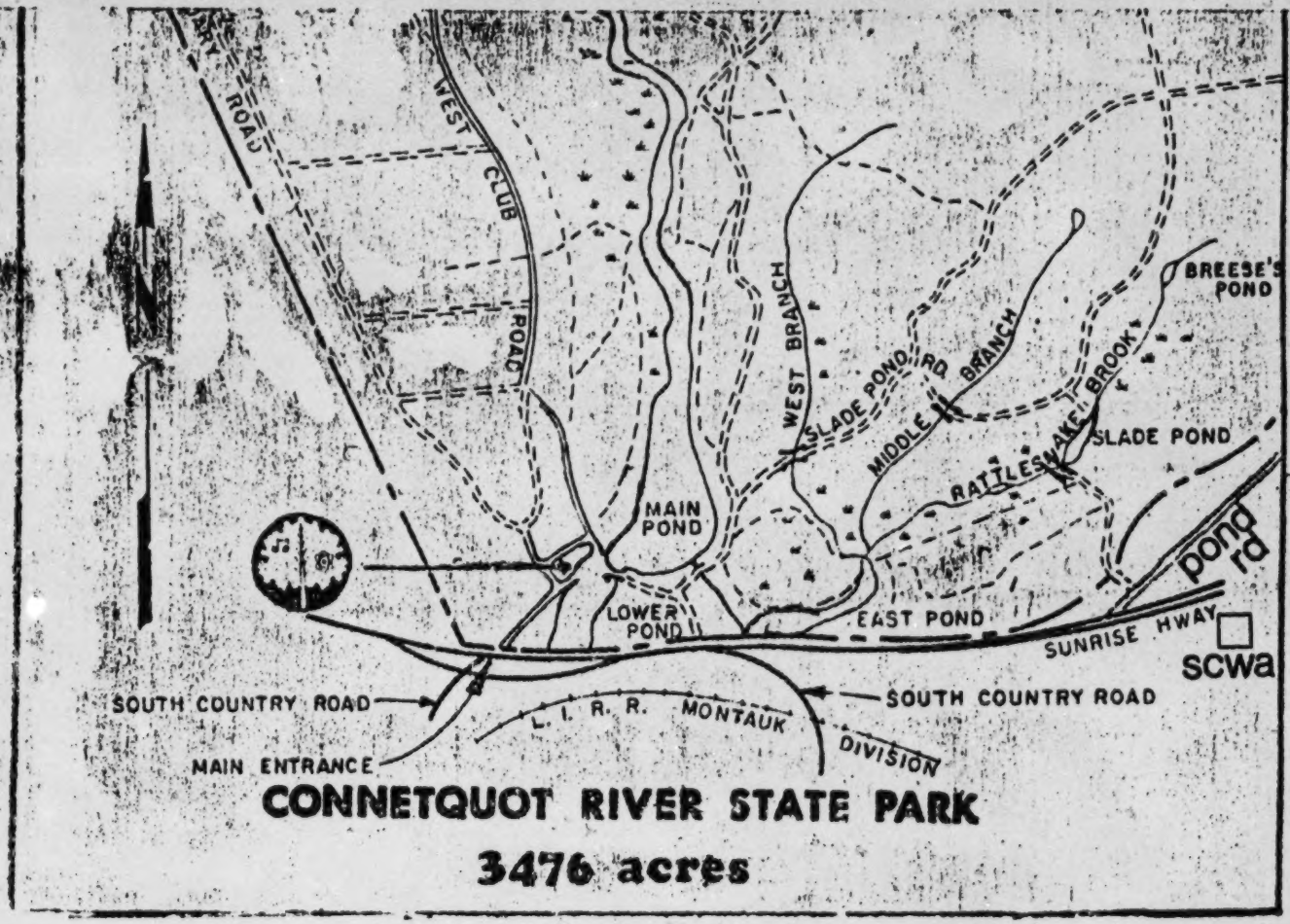
From Northern Suffolk:

Proceed south along Sagtikos Parkway and bear left onto Hechscher Spur. Proceed southeast until the eastern exit for Sunrise Highway (27), then follow directions from Western Suffolk.

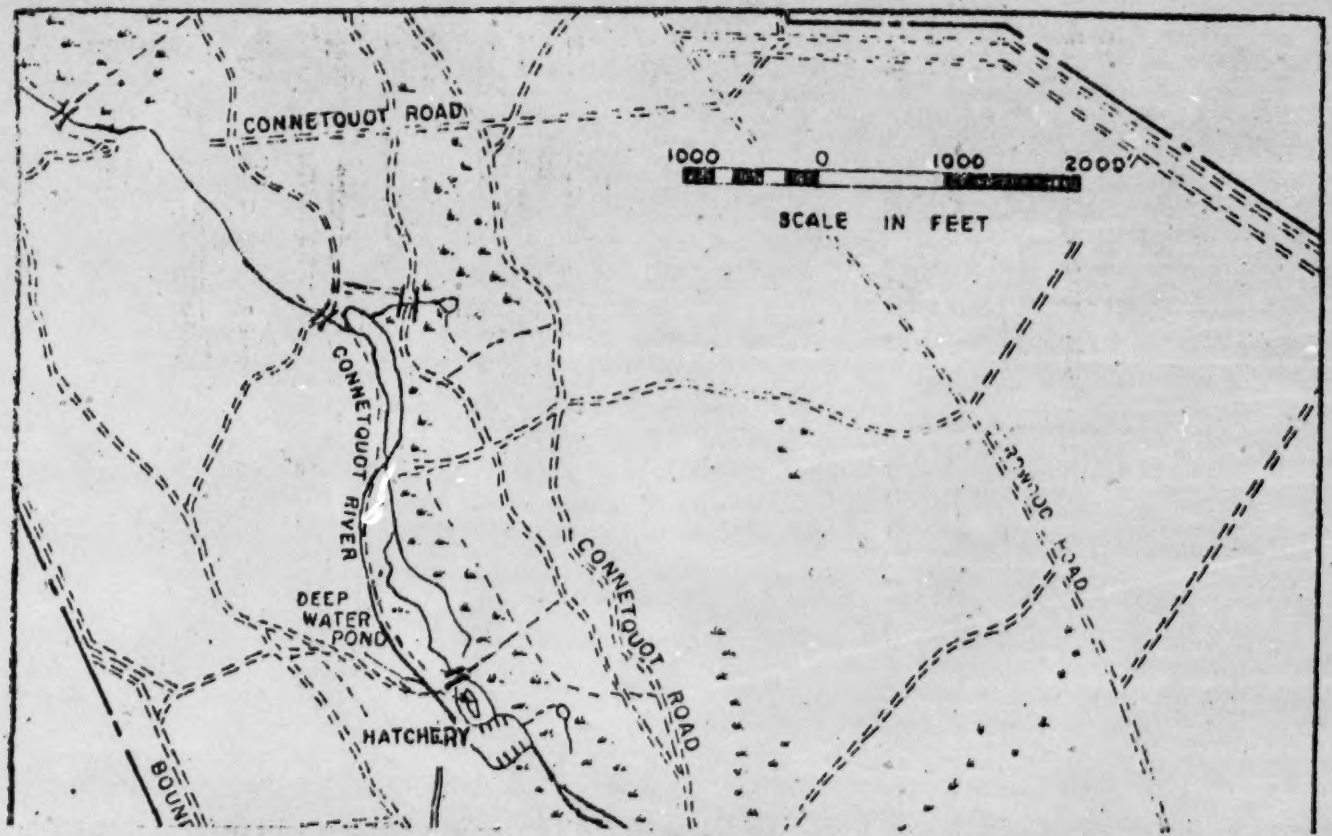
PARK ALL AUTOMOBILES IN THE LOWER PARKING LOT BEHIND TOLL BOOTH.




SCOPE Outdoor Learning Laboratory
in
Connetquot River State Park


ROAD
WEST CLUB
ROAD
WEST BRANCH
SLADE POND RD
BRANCH
MIDDLE
RATTLESNAKE BROOK
BREESE'S POND
SLADE POND
MAIN POND
LOWER POND
EAST POND
pond rd
SUNRISE HWAY
scwa
SOUTH COUNTRY ROAD
L. I. R. R. MONTAUK DIVISION
SOUTH COUNTRY ROAD
MAIN ENTRANCE
CONNETQUOT RIVER STATE PARK
3476 acres

24


CONNETQUOT ROAD
1000 0 1000 2000
SCALE IN FEET
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DEEP WATER POND
HATCHERY
CONNETQUOT ROAD
BOUNT



25

## NISSEQUOGUE RIVER STATE PARK

David Catalano, Superintendent

### Activities

By Permit and Reservation

Open Year-Round - Tuesday through Sunday by PERMIT ONLY. (Closed Monday except Holidays)

NISSEQUOGUE RIVER STATE PARK MUSEUM - Open daily - 10:00 A.M. - 4:00 P.M.

Natural history and history museum focusing on man's interaction with the local environment during the past four centuries. Exhibits depict Nesaquake Indians, farm and Wyandanch club life, and current habitats of the Park today.

EDUCATIONAL ACTIVITIES

Scheduled nature tours and programs - by advance reservation only.

By Reservation: 265-1054

FLY FISHING

Adult fly fishing for brook, brown and rainbow trout - 4 hour sessions.
7:00 A.M. - 11:00 A.M. 12:00 P.M. - 4:00 P.M.

By Reservation: 265-1054

CHILDREN'S FISHING - For trout and bluegills.
8:00 A.M. - 4:30 P.M.

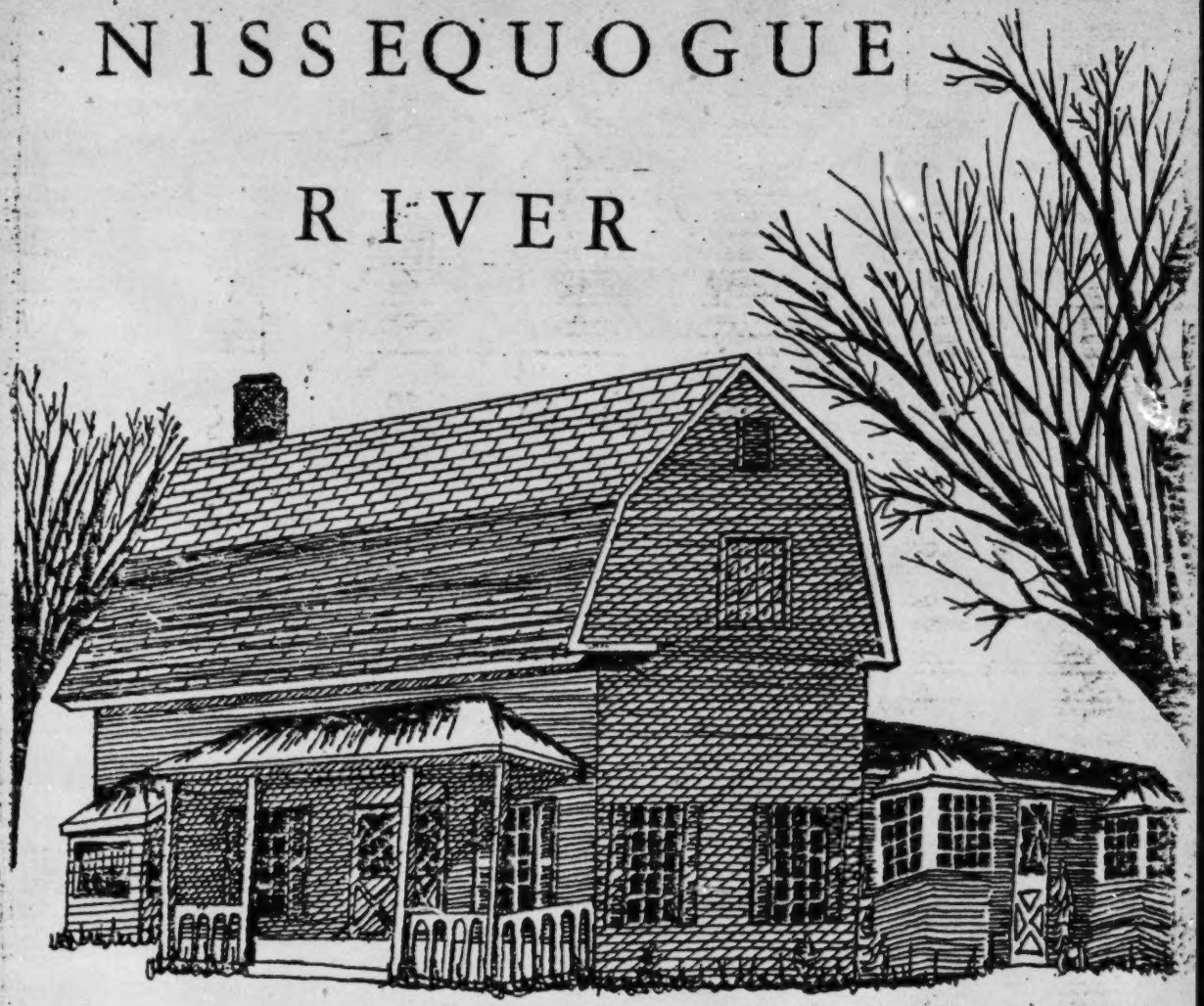
BRIDLE PATHS - Open by reservation.

By Reservation: 265-1054

CROSS COUNTRY SKIING - On designated trails.

By Reservation: 265-1054

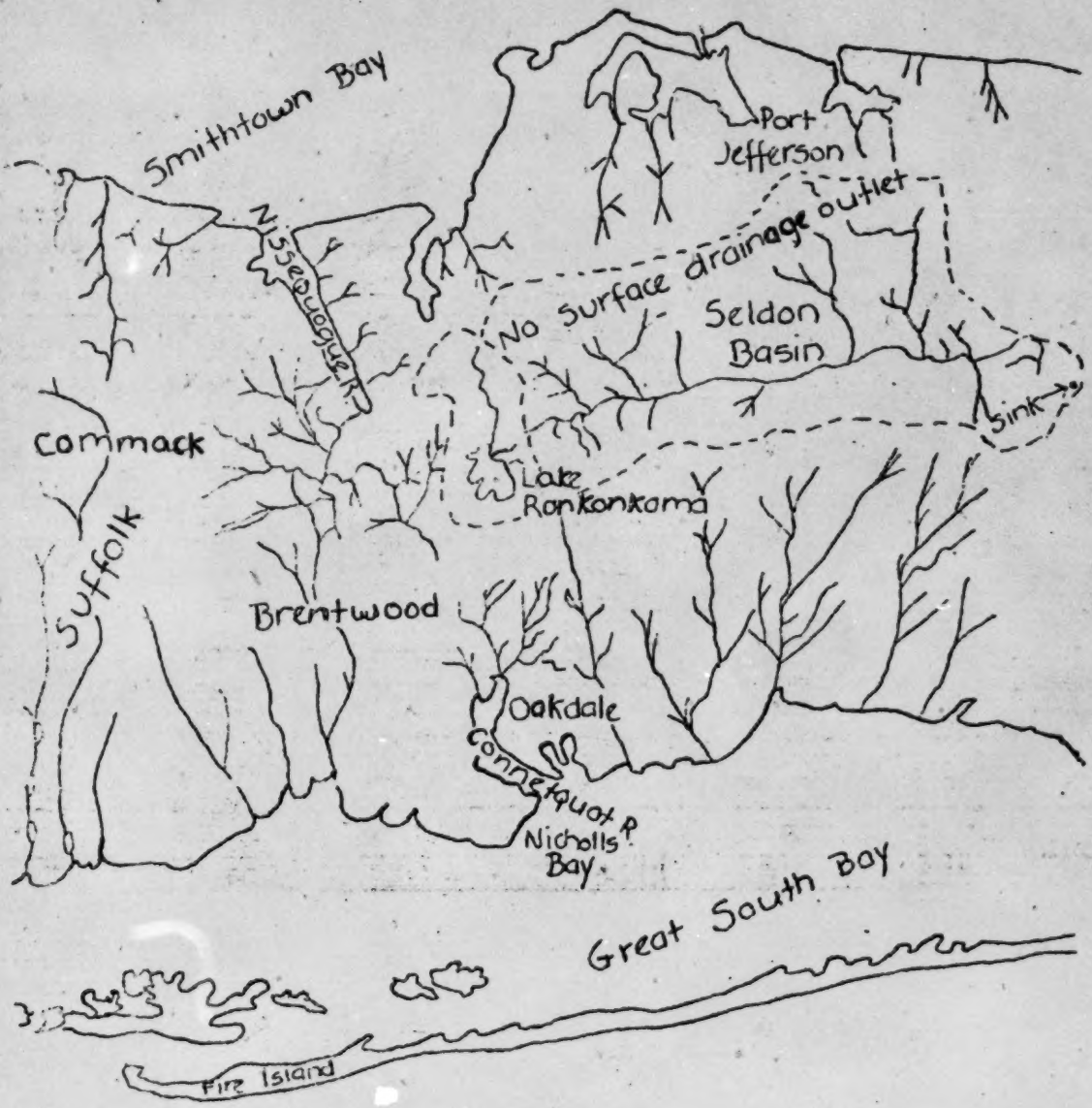
# NISSEQUOGUE RIVER



# STATE PARK

27 35

# THE NISSEQUOGUE RIVER WATERSHED



## NISSEQUOGUE RIVER STATE PARK

### A River Valley

Before swinging north to empty in Long Island Sound, Nissequogue River flows eastward through a valley area close to the geographical center of Long Island. The central part of the rich valley ecosystem, comprised of wooded uplands, marshy lowlands, ponds, streams, and rivers, is preserved as Nissequogue River State Park.

The Watershed is made up of the south shore's low hills (Ronkonkoma Moraine), the north shore's high hills (Harbor Hill Moraine), and the lowlands between. On the retreat of the Wisconsin glacier, precipitation and melting snow and ice formed rivulets along the Long Island Sound face of the Harbor Hill Moraine, and some of the rivulets merged into streams. One of these streams dug deep into the flank of the ridge with a "back hoe" action until it chewed a gap through the moraine; reaching the valley and tapping the valley's streams and ponds, the stream increased its volume of discharge and became a river.

For eighty or more centuries, the well-watered valley has nourished a thriving community of living things. Hardwood trees and evergreens flourish on the upper slopes, softwood trees on the valley floor, grasses along the edges of the waters, and shrubs everywhere. Birds, mammals, fish and other life forms multiply and continue their generations in the valley of the Nissequogue.

The Nissequogue Valley Valued by Man:

Tradition has it that the Nissequogue Indian chiefs held the valley in high respect, perhaps in reverence, because of its beauty and fertility. They released the land to six settlers in 1653 but re-possessed it when the settlers neither took official title nor improved the land. Chief Wyandanch, Grand Sachem of the 13 Long Island tribes, made a gift of the valley to Lion Gardiner after Gardiner rescued the daughter of Wyandanch from kidnapping. In 1663 Gardiner sold a good part of the valley, including the present park site, to his old and good friend, Richard Smythe.

A boundary dispute arose between Smythe and a neighboring landowner, Huntington. Colonial authorities, tradition holds, allotted to Smythe as much of the disputed land as he could ride around on the back of his locally known bull, Whisper; it is said Smythe rode around 45 square miles of what is now Smithtown, and today Whisper is immortalized in a bronze sculpture at the junction of 25A and Jericho Turnpike.

In about 1752, a grandson of Richard "Bull" Smythe built a house for his son, Caleb Smith I, on an eminence on the north side of the turnpike; the house remains as part of the present main building. The driveway was lined with shipmast locusts, the stream was dammed to enlarge Willow Pond, and a sawmill was built. Caleb Smith I, a Yale graduate of the class of 1744, apparently loved his country as much as he loved his home and lands, for he defended both against the British. During the Revolution, the king's troops, aided by Tories, marauded the property and threatened Caleb's life.

He buried money and plate. Roused out of his bed many nights, shot at, lashed up and down the dam at Willow Pond, Caleb Smith refused to take the oath of allegiance to the king. One old door, it is said, still bears the gash of a Tory cutlass. Caleb Smith I held out and handed down his lands to his son and grandson. In all, six generations of Smiths flourished on these lands. They added to the house; they converted the sawmill into a grist mill and rebuilt it when it burned in 1823.

Outdoor sportsmen had often admired the Smith family acreage in the heart of the river valley, and in 1872 a group of them formed the Brooklyn Gun Club to purchase the property. Club members (sometimes calling themselves the Nissequogue River Club and the property the Wyandanch Preserve), treasured the wildness of the land and jealously guarded it against the incursions of advancing civilization.

In 1963 New York State acquired the preserve from the club and opened it to the public as a limited-use park in 1974 under the administration of the Long Island State Park and Recreation Commission. The New York State Office of Parks and River valley in trust for the people--for us.

## CLUBHOUSE (WYANDANCH CLUB)

The Brooklyn Gun Club, which was founded in 1872 as a hunting and fishing club, changed its name in 1893 to the Wyandanch Club, honoring the sachem who was the ruler of the thirteen indian tribes on Long Island. His own tribe, the Nesaquake,

CLUBHOUSE (WYANDANCH CLUB) (continued)

were the original occupants of the lands which comprise Smithtown. In the division of Richard Smith's possessions among his seven children after his death in 1692, the land later owned by the Wyandanch Club passes to his fifth son Daniel, who died in 1715; then to Daniel II (1691-1763); then to Caleb I (1724-1800); then to Paul Theodore (1759-1813); and finally to Theodorus (1795-1876), when after six generations of father - to - son inheritance, it passed out of the Smith family, to be acquired by the Club.

The lands which make up the Club's hunting preserves and trout streams extend for several miles along the east and west banks of the Nissequogue River and its tributaries between the dams at the Stump Pond and the Head of the River. Additional lands for hunting and dishing were leased from the estates of the late Morgan Blydenburg, now owned by Mr. David Weld, and the late George Blydenburgh. In June 1963, under the Open Space Program, the lands of the Wyandanch Club (now known as the Nissequogue River Club) were acquired by New York State, to be administered by the state Department of Conservation and the Long Island State Park and Recreation Commission. The property will be kept as nearly as possible in its natural state as a game refuge, and as a fishing and wildlife conservation area. (In 1966, Suffolk County acquired the estate of Mr. David Weld for the County Park Commission, thus insuring the preservation of this entire area as undeveloped land.)

The handsome building which has served as the Clubhouse of the Wyandanch Club stands on an eminence off the Jericho Turnpike, and is approached

CLUBHOUSE (WYANDANCH CLUB) (continued)

by a driveway lined with an avenue of ship-mast locust trees. The central part of the house was built before the Revolution, about 1752-3, as the dwelling of Caleb Smith I. Caleb's father Daniel built the house for him sometime before Caleb's marriage to Martha Smith, of the Tangier Smith family, in 1755; extensive additions have been made to the structure, however, both before and after its acquisition by the Club in 1880.

Many historical associations still remain. Caleb Smith I, a graduate of Yale in 1744, was a sturdy patriot who suffered greatly under the British occupation of Long Island. He was a man of wealth for those days, and in order to save his possessions from the depredations of the British soldiers and the gangs of whale-boatmen from Connecticut, he buried money, and a large amount of the silver plate which had been given to his wife on her marriage, in a secluded spot on the farm. Though shot at repeatedly, roused from his bed at midnight by British soldiers, lashed with "hickory gads" up and down the dam of Willow Pond, he refused to take oath of allegiance to King George. One of the old doors still bears the mark where a Tory's cutlass slashed at him and missed. An over-conscientious painter, some years ago, filled the scar with putty and painted over it smoothly; but the horrified club members immediately had the putty removed, so that now the slash shows as deep as ever. The "Certificate of Protection" for which Caleb reluctantly applied to General Cornwallis now hangs framed upon the wall, having been presented to the Club in 1954 by one of Caleb's descendants.

CLUBHOUSE (WYANDANCH CLUB) (continued)

Several adjacent properties also owned by the Club have been acquired by the State of New York. Preservation of the houses on these properties, as well as of the Clubhouse, will fall in the domain of the state and county agencies.

AUTHORITIES: Conveyances and Acquisitions of the Wyandanch Club, compiled by Jno. L. Hills, Esq. (Handley Collection, Smithtown Library); "History of Smithtown" - J. Lawrence Smith 1961 ed. p. 26; "History of L.I." - Ross (Pelletreau) Vol. II p. 225, Vol III pp. 254-255; Smithtown Town Records trans. by Pelletreau 1898 pp. 491-492; "Long Ago" column. Smithtown News- Aug. 20, 1959; News release: June 13, 1963, Smithtown News: Letter from O'Neil Ryan, Pres., to Miss Mildred Smith, July 1963.

THE MILL HOUSE

James Chipman's farm, which was surveyed on "June ye 28, 1736," contained fifty five acres, and was leased to him by Daniel Smith II (1690-1763). Another tract of land was surveyed in April of the same year, "so as the said tract shall be twelve rods wide from the mill pond, by the house of James Chipman now standing by the end of the dam."

The dates when James Chipman lived are unavailable, but to judge from the dates on the above surveys, the house pictured above was certainly built by 1736. James Chipman had bought the fulling-mill and one half of the saw-mill at the Head of the River, from Daniel Baytes, deceased by 1736.

THE MILL HOUSE (continued)

Chipman would have been over 80 years old, if he were the miller at the Willow Pond Mill which was built in 1795.

The mill was called successively Seacord's Oakley's. Horton's and Davis's mills. Capt. Lewis W. Davis was the last mill-owner to live in this house: he sold it to the Wyandanch Club in the early 1900's for a price that would have astounded his predecessors. The brook or branch that raised the mill pond formed the west and south bounds of the farm on which Capt. Davis's house and mill stood. Further upstream on this brook stood the large tannery and shoe factory of Eliphalet Whitman (1773-1838).

There was quite a settlement around this mill at one time. A diagram by the late Mrs. Walter Scott (a great-great-granddaughter of Paul Theodore Smith, and also mother of Earl Scott) is now in the possession of Frank E. Brush. It shows a blacksmith shop, the dwelling of William Franklyn Smith, now gone, and the Willow Pond mill: all on the west side of the Jericho Turnpike. John Van Wyck Smith (1814-1886), grandson of Paul Theodore, owned the blacksmith shop and lived at the Head of the River in the Haff house; shop and house are both now gone.

On the east side of the Turnpike stood the Aaron Vail house, and two buildings owned by Raynor. One of the buildings was used as a store and sold "Plaster of Paris, images, thread, cuff buttons and odds and ends of dishes and candy".

The mill house is now occupied by the Superintendent of the park and his family.

THE MILL HOUSE (continued)

AUTHORITIES: Smithtown Town Records trans. by Pelletreau in 1898: p. 277 Survey mentioning Chipman's house; p. 336 Survey of Chipman's farm; notes by Pelletreau; "History of Smithtown" J. Lawrence Smith p. 26 1961 ed.; Conservation: Frank E. Brush to C.A.G. in 1964.

## WILLOW POND MILL

The dam at Willow Pond was the site of a mill that was probably standing before the American Revolution. In the latter half of the 1700's the property was known as Willow Pond, and belonged to Caleb Smith I (1724-1800), a great-grandson of Richard Smith.

First a saw-mill and then a grist-mill were built here about 1795 by Paul Theodore Smith, son of Caleb I. The grist-mill burned in 1823 and the present mill was erected in its place. It has been known from its different owners as Seacord's Oakley's, Horton's and Davis's Mills. Captain Lewis Davis was the last mill owner before the Wyandanch Club took it over.

Painted barn-red with white trim, standing on the west side of the Jericho Turnpike, the mill belongs to the Wyandanch Club. The machinery has been removed since, and the structure is now used for storage.

WILLOW POND MILL (continued)

AUTHORITIES: "History of L.I." - Ross (Pelletreau) Vol. II p. 225; "History of Smithtown" - J. Lawrence Smith 1961 ed. p. 26 Town Records trans. by Sleight 1929 p. 63; "Long Ago" column, Smithtown News February 1, 1962.

History of the Outdoor Learning Laboratory
at
Nissequogue River State Park

The Outdoor Learning Laboratory at Nissequogue River State Park is a reconstructed 120 year old barn and stable. A house trailer purchased through HUD, Housing and Urban Development, was attached to the main structure to form the east wing providing ample space for rest rooms and kitchen area. The two story structure has an office upstairs and has a pleasing rustic look and an interior floor plan that provides sufficient space for two instructional settings. The design of the facility offers privacy to classes as well as freedom to enter or exit without disturbing ongoing programs.

Special attention was paid in designing the facility with sufficient natural light and adequate ventilation.

At present the main floor consists of interpretive displays with bird and mammal identification, animal tracks and the natural history of trees; fresh water aquaria, terrariums, fireplace and contour map. The office is located upstairs where

History (continued)

the Director and support personnel are located. It also houses the curriculum files and the teacher resource center.

The Outdoor Learning Laboratory was refurbished by SCOPE with cooperation from the New York State Executive Office Parks and Recreation and the Long Island State Park and Recreation Commission. Supervision of the reconstruction and supplemental la labor was provided by the professional staff and students from the Wilson Technological Center of BOCES III.

## The Floral Fabric of Nissequogue River State Park

Nissequogue River State Park is one of the last large tracts of undeveloped land on Long Island and is a refuge for organisms displaced by the rapid and extensive growth of suburbia. Botanically, the park maintains a high diversity of over 200 plant species composing several plant communities.

The Nissequogue River and its tributaries have cut valleys in the sandy, gravelly moraine, leaving high, dry ridges and producing wet lowlands. Intermediate between these extremes are moist depressions or flats, and slopes, which connect the dry ridges and wet bottomlands. The vegetation forms a mosaic pattern over this varied landscape, each individual plant species existing in the conditions to which it is best adapted, thus usually reflecting the moisture level of the environment. For example, oak and pine

grow on the ridgetops while red maple and tulip-tree inhabit the swamps. It should be emphasized that these plant communities intergrade with one another, and that a plant community, per se, is only one point on a continuum of moisture change, from dry upland to wet lowland. We may characterize several plant communities then, on the basis of environmental moisture.

1) Dry uplands of oak, pine and huckleberry intergrade with 2) moist woods of tulip-tree, white ash, red maple and Japanese honeysuckle. Next along the moisture gradient comes 3) wooded swamps of red maple, tulip-tree, tupelo and pepperbush, followed by 4) open swamps of alder, water willow, sedges and ferns. The extreme in moisture is the aquatic community 5) dominated by water milfoil in lakes and pondweed in running water.

We must also consider man's impact on the land, remembering that parts of the park were once plowed for agriculture and that major roads cross the property. These disturbances have resulted in old field and roadside communities, unstable communities which are in the process of succession, that is, moving toward the typical or climax vegetation. Thus another community is the 6) old field - roadside community. In time, the old field would be expected to develop into one of the natural communities previously described. The roadside may not be allowed to follow the process of plant succession, due to continued disturbance through highway maintenance.

LABORATORY HOURS:

Arrival and departure times are essentially up to the discretion of the teacher. The laboratory at Nissequogue is operational from 8:30 A.M. until 4:30 P.M. Arrangements to arrive earlier and/or leave later may be made with the director. The only restriction is that the Park officially closes at 5:00 P.M.

Please observe a 15 mph speed limit on all park roads.

## Guidelines for Teachers, Students and Parents

## Nissequogue River State Park

1. No littering.
2. No smoking outside the Laboratory.
3. No collecting of specimens without prior approval of the teacher in-charge or the site director.
4. Transportation to Willow Pond by bus must be confirmed in advance with the site director so that necessary arrangements may be made. When this has been confirmed and your bus enters the Club House drive, please stop at the main office and check in with the park official. Students should not exit the bus at this time.
5. All property west of the main entry drive at Willow Pond has been designated "restricted." Under no circumstances should anyone be near the Mill House or the mill. If you wish to discuss the history of these structures, I recommend doing it from the sand spit adjacent to the boat house.

Guidelines (continued)

6. When discussing the history of the Club House, maintain a distance of at least 200', and under no circumstances should anyone other than the teacher in charge enter or go near the building.

7. Under no circumstances will private vehicles during the school year be allowed to park at the Club House or at Willow Pond.

8. The house and barn and adjacent property along the green trail have also been designated "restricted."

Fire Procedures

The Outdoor Learning Laboratory is constructed according to the approved code for school structures. The main entrance/exit is on the south side of the structure with additional exits on both east and west wings. Standard fire extinguishes are located within the Laboratory. However, in the event of fire, teachers are to have students exit at once and leave fire fighting to skilled professionals.

## DIRECTIONS TO THE OUTDOOR LEARNING LABORATORY

From Western Suffolk:

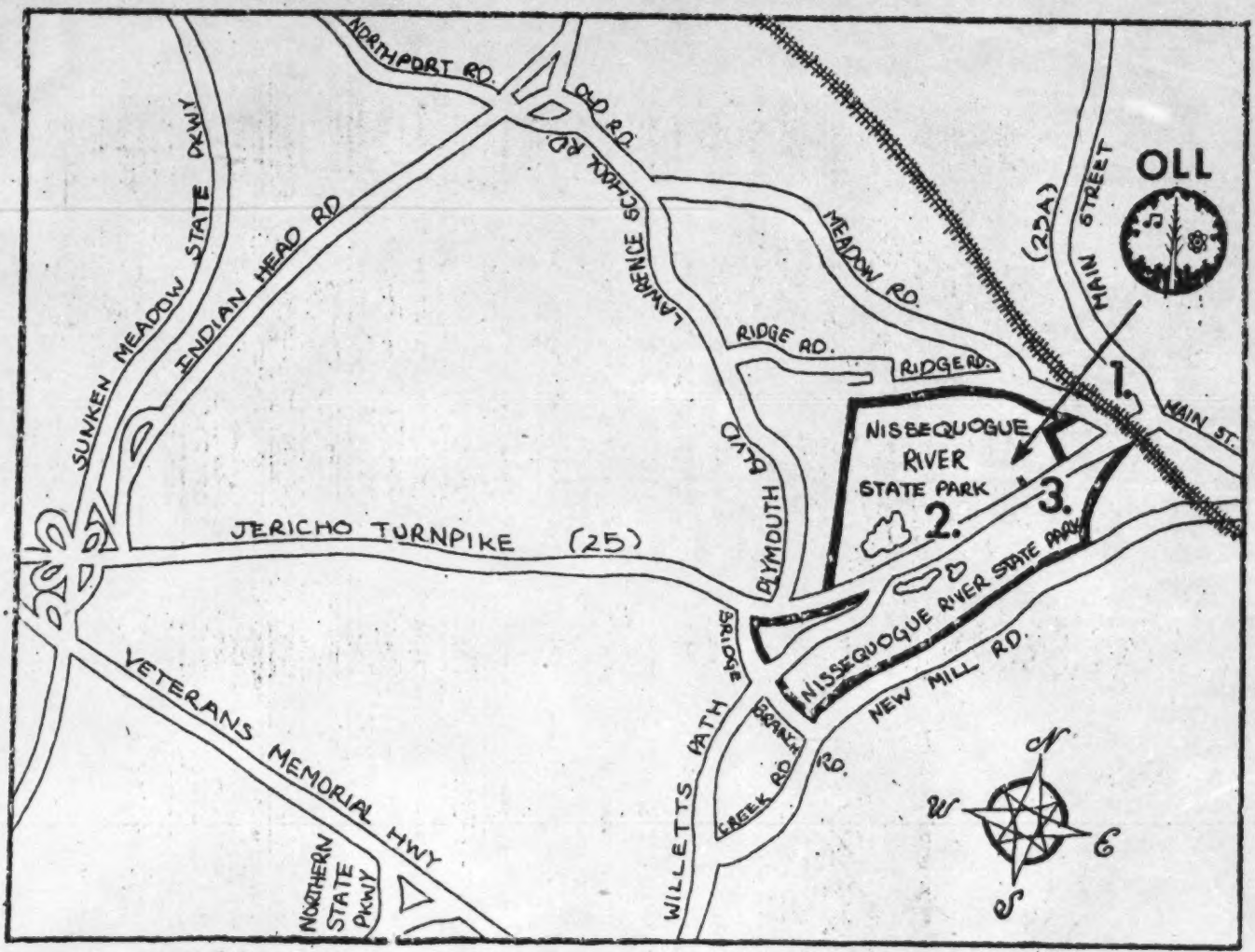
Proceed eastward along Jericho Turnpike (25) past the Nissequogue State Park entrance. After passing the park entrance, you will ascend a hill and observe on the right Lehann's Auto Body. At this point you should be in the left lane and prepared to turn left at RAINERIS restaurant on Meadow Road. Continue on Meadow Road for about 1/4 mile to the gate on the left. After entering the park, follow the driveway to the Outdoor Learning Laboratory.

From Eastern Suffolk:

Proceed westward along Jericho Turnpike (25) past the Smithtown Bull and under the railroad tressel. The first road on the right is Meadow Road (RAINERIS restaurant is on this corner). Turn right and continue on Meadow Road for about 1/4 mile to the park gate on your left. After entering the park, follow the driveway to the Outdoor Learning Laboratory.

Teachers and district transportation directors will do well to remember that buses are not allowed on State Parkways.

Bus trips to any field location are sometimes a dull, uneducational experience. This need not be so. Because of Long Island's history, glacial origin, topography, cultural setting and industry, a number of opportunities exist to make the ride to and from the laboratory part of the total educational experience.


NORTHPORT RD.
OLD RD.
LAWRENCE OCHOA RD.
MEADOW RD.
RIDGE RD.
RIDGE RD.
(25A)
MAIN STREET
OLL
1.
MAIN ST.
NISSEQUOGUE RIVER STATE PARK
2.
3.
SUNKEN MEADOW STATE PKWY
INDIAN HEAD RD
JERICHO TURNPIKE (25)
BLYDUTH BLVD
NISSEQUOGUE RIVER STATE PARK
NEW MILL RD.
WILLETTS PATH
BRIDGE
BRANCH
CREEK RD.
RD.
VETERANS MEMORIAL HWY
NORTHERN STATE PKWY
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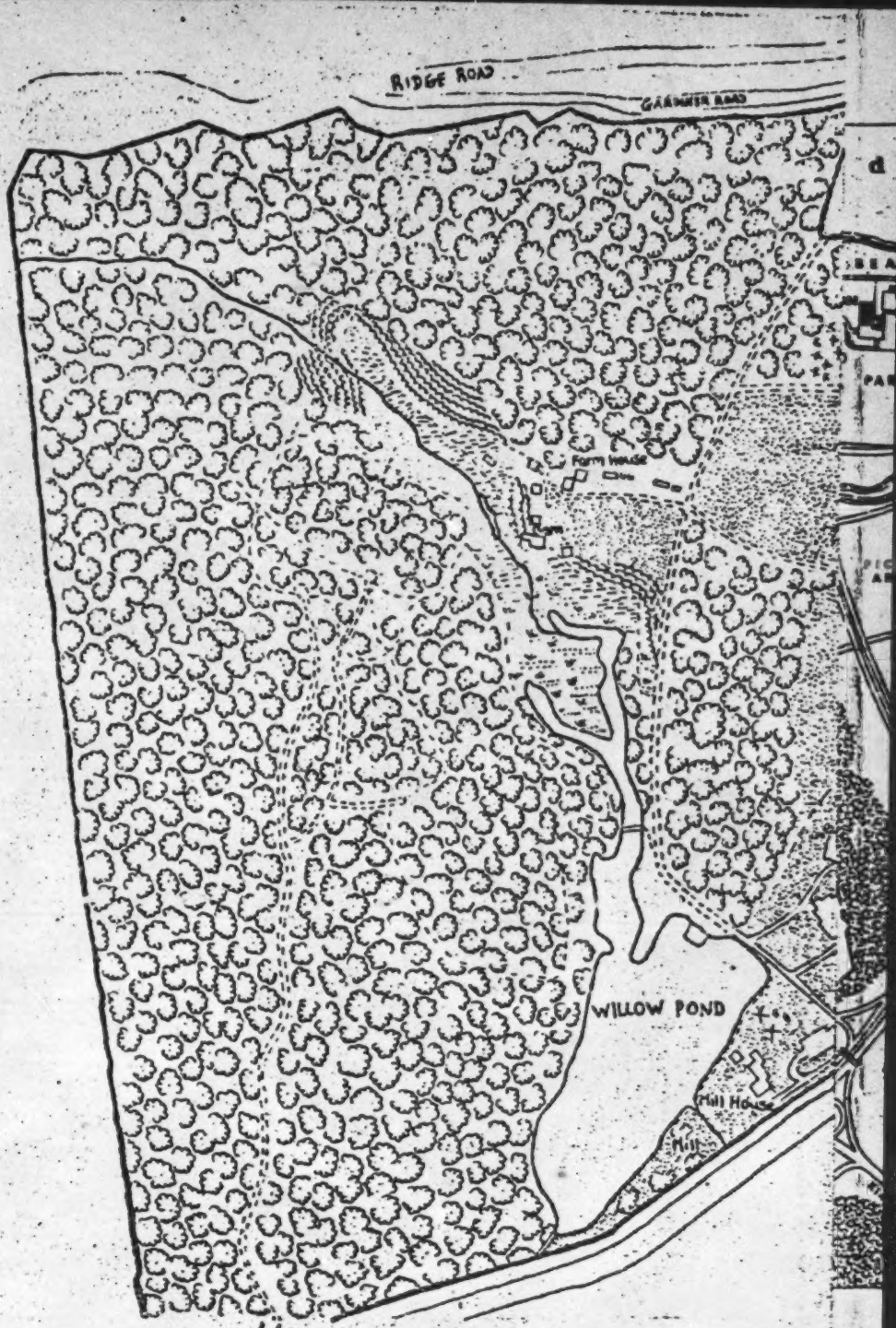
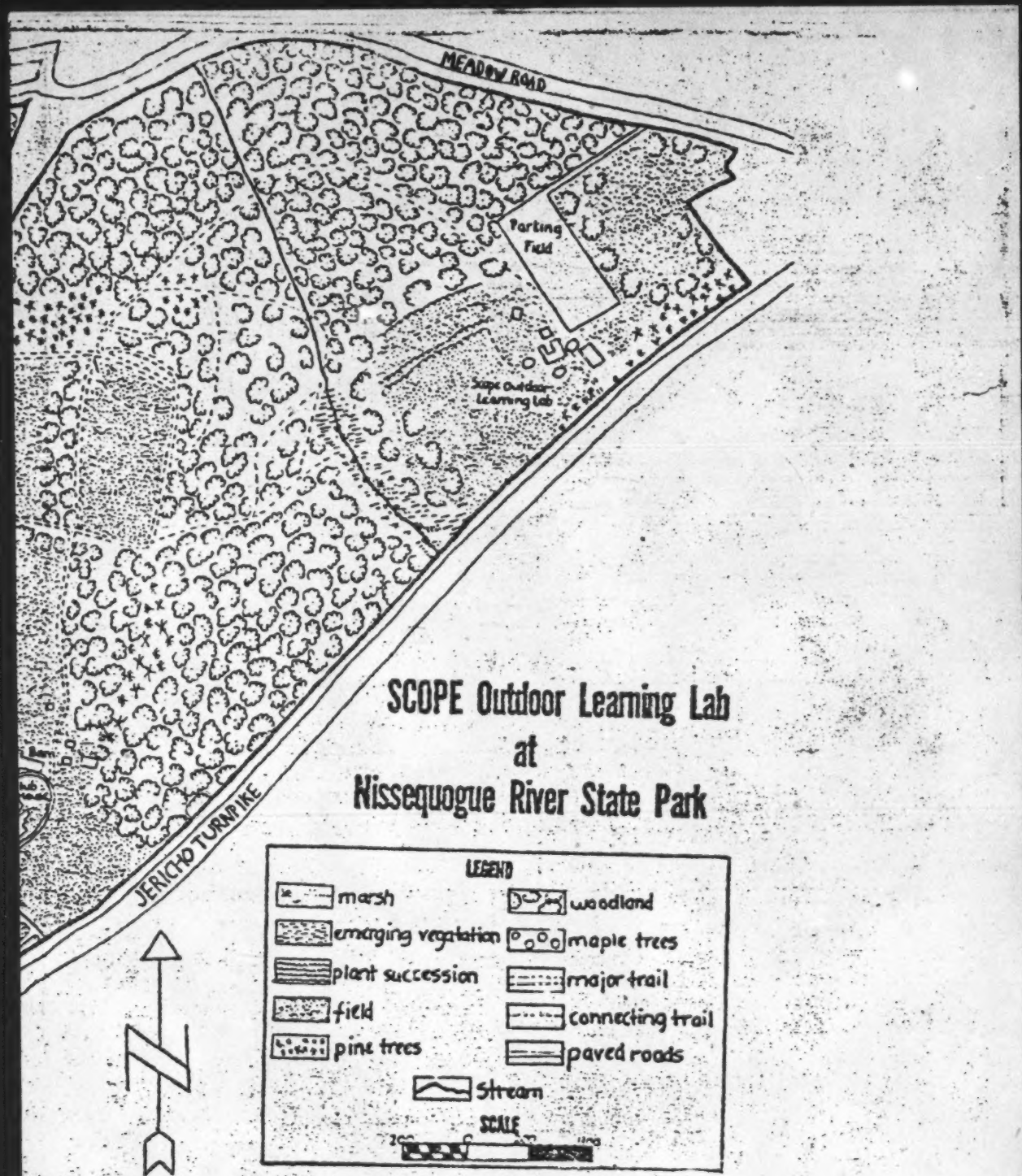
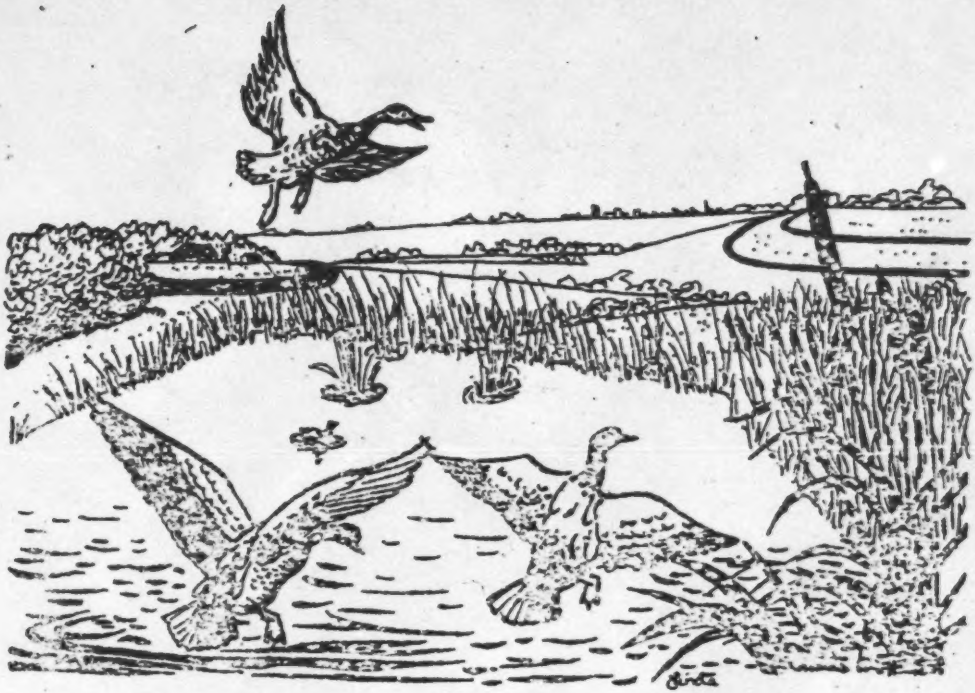

RIDGE ROAD
GARDNER ROAD
Farm House
WILLOW POND
Mill House
Mill




# SCOPE Outdoor Learning Lab at Nissequogue River State Park



## THE TEACHER PARTICIPATION PLAN

It is only through the teacher participation plan that Suffolk County school districts place students in SCOPE's Outdoor Learning Laboratories for children with handicapping conditions program during the school year.

In the spring prior to the school year concerned, the district makes reservations with BOCES and SCOPE for use of a specific site by a "learning unit"--a learning unit consisting of a teacher, his or her class, and time block or time blocks totaling five days in the day-use program or five school days and four nights in the Residential Program.

When reservations are firm, the district asks for individual teachers to take over the reservations for sites and time blocks.

The teachers who accept are invited to the Outdoor Learning Laboratories during the summer prior to the school year for inservice preparation in outdoor education for children with handicapping conditions.

Because no students can participate in the program unless accompanied by a teacher who has successfully completed inservice, the teacher can appreciate the fact that his/her role in the program is central.

The teacher begins by participating in the day-use inservice program and then continues into the day-use implementation program on site. Later, he/she may participate in the residential inservice program at an overnight site. The teacher may also wish to participate in supplementary SCOPE inservice programs.

## Day-Use Inservice

Inservice training for day-use of sites gives the special education teacher the following opportunities:

1. to gain an understanding of the principles of outdoor education.

2. to learn the site where they will be teaching.

3. to learn to develop effective curricula and teaching strategies for children with various handicapping conditions.

4. to familiarize themselves with resources, equipment and materials available from the Outdoor Learning Laboratory.

5. to learn the procedures by which the program operates.

6. to learn to utilize the school site as a resource for supplementary outdoor education activities in order to maximize the time spent at the Outdoor Learning Laboratory.

A minimum of 30 hours of inservice instruction is required of all participants. Day-use inservice sessions are usually scheduled as follows: Four and one half days during the summer prior to the school year or early fall at the Outdoor Learning Laboratory site at which the teacher will implement the program; one half day during the fall at the individual teacher's school site.

Inservice continues with individual or small group planning sessions held between the teacher(s) and the Director. It is the responsibility of the teacher to call the Director to schedule a planning session one to two weeks prior to each of the five class trips. Planning sessions are generally conducted after school at the Laboratory site. In these afternoon sessions, the Director assists the teacher to determine objectives, organize plans, specify activities, list necessary equipment and request volunteers.

In cases where inclement weather is predicted, alternate rainy-day activities are planned. When the final plan is complete, the teacher is ready for site utilization.

## Implementation of the Day-Use Program

The five days of class visitation to the Outdoor Learning Laboratory are usually distributed throughout the school year as follows: two days in fall, one day in winter, one day in spring, one day in early summer. This plan enables the students to compare and contrast seasonal changes within the Parks. It is, however, the individual teacher's perrogative to divide the trips to meet the needs of his/her class. (i.e. various medical problems may make it necessary to schedule only warm weather trips, or back to back days may be helpful to reinforce concepts, etc.)

Upon arrival at the Outdoor Learning Laboratory site, the teacher informs the Director of actual student attendance, checks the equipment requested and asks delegated aides and students to pick up the equipment. Following plans clarified in the classroom ahead of time, the teacher expeditiously moves the students into the first stage of their outdoor experience. In case of inclement weather, lesson plans are shifted to the indoor activities planned ahead of time. At the end of the day, the teacher checks in and accounts for equipment and materials used.

At all times, the teacher can rely on the support of staff personnel for aid in emergencies, for clarifying unforeseeable contingencies and for providing materials and equipment. The teacher, however, is expected to be self-sufficient enough to avoid last-minute requests for ideas or materials.

A teacher's second or further year of day implementation should be prepared for by continued inservice, although an experienced teacher may be excused by staff from attendance at certain inservice sessions. However, if a teacher plans to utilize a different site, he or she must attend at least the site specific workshops conducted during inservice prior to the school year.

Implementing the Outdoor Learning Laboratory experience first requires making appropriate arrangements and following established procedures.

It is the responsibility of the teacher:

1. to make transportation accommodations and confirm them on the day prior to the Outdoor Learning Laboratory experience.

2. to recruit aides, or if this is not possible, to put in a request for volunteers at least two weeks prior to the Laboratory experience.

3. to prepare a written lesson plan for each volunteer or aide.

4. to provide the Outdoor Learning Laboratory with needed information such as student profile sheets and enrollment data.

5. to check all Laboratory equipment upon arrival and departure.

6. to make sure that students wear appropriate clothing.

7. to make sure that each student brings a lunch with his or her name clearly marked on the front. If a teacher wishes to provide a beverage for the class (i.e. hot chocolate, ice tea, etc.) it is his/her responsibility to bring mixes and cups and to arrange for the Laboratory to have hot water available.

8. to clarify plans in classroom prior to site arrival (i.e. delegating responsibilities, assigning groups, etc.)

## Safety and First Aid Reminders

As in any field experience, the teacher is legally responsible for the supervision and safety of each student within his/her charge. The outdoors hold some hazards which we forget exist when we become accustomed to an indoor learning environment. The Director of the Laboratory in his inservice program for participating teachers will provide reminders; however, with even the best advance preparation, cuts, bruises, scratches, insect bites and stings may occur. Teachers can help keep accidents to a minimum by discouraging running, jumping, and climbing and most especially by making sure that every child is within sight of an adult at all times.

## In Case of Accident or Illness

In the event that a child becomes ill or injured at the Laboratory site, the following steps should be taken.

1. Notify staff immediately concerning injury or illness.
2. For slight injuries, the first aid kit supplied by the Laboratory may be utilized.
3. In case of serious injury or illness, the teacher or a staff person will contact the school principal and the child's parent or guardian or the family physician. These names and telephone numbers are listed on the student's profile sheet filed in the site office.
4. When neither parent or guardian nor physician can be reached in case of serious illness or injury, the teacher or a staff person will call one of the hospitals listed on the previous page.
5. After the emergency is over, the teacher will complete the accident report form provided by the Laboratory.

## SAFETY AND FIRST AID

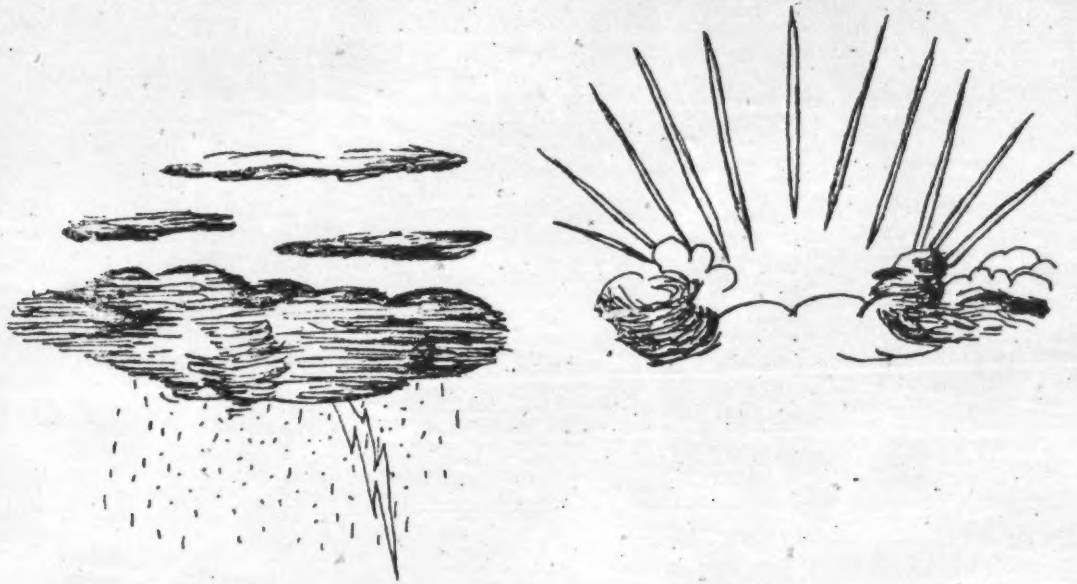
### Equipment

Teachers are requested (required) to submit their equipment requisition lists prior to class utilization of a Laboratory site. It is preferred that the Director be made aware of each teacher's material requirements during the planning session which would proceed their Laboratory participation. If for some reason this becomes impossible, the teacher may submit a requisition list by telephone or mail.

## RAIN OR SHINE

During moderately inclement weather, the Outdoor Learning Laboratory program goes on. Seriously inclement weather may cause your school or the Laboratory to close. Should your school be open, please call the Outdoor Learning Laboratory by 8:30 A.M. to notify us as to your plans for the day. In most cases, you will be contacted directly by the Laboratory Director earlier in the morning.

In the event of either your school's or the Laboratory's closing due to inclement weather, every effort will be made to provide another opportunity to utilize the Laboratory as soon as possible.



## CONSERVATION PRACTICES

Although a good portion of the State Park is available to aid the teacher in his/her instructional program, it must be remembered that continued use of any area by a group can result in exploitation and damage to the area. This damage could be to plant and animal life or to physical features of the Park. The removal of ground cover, the compaction of soil, the erosion of areas due to heavy foot traffic, the continual snapping off of twig and bush specimens and over collecting of any specific plant or animal species, are just some examples of damage to the Park setting that is difficult, if not impossible to repair. In order for the Park to remain as an almost perfect instructional setting, teachers can assist by making their students more aware of the proper treatment of the Park setting. The following suggestions may be of some help.

1. Acquaint your students with the State Park setting problems that could be posed and discuss with them ways to avoid abuses of the environment.
2. Encourage students to "stick to paths" and establish walkways of the Park.
3. Help establish a tradition whereby each class does at least one thing which contributes to the betterment of the environment during their time at the Laboratory.
4. Prevent chopping, cutting, and mutilation of trees and shrubs and avoid over collecting or exploitation of animal species.

The goals and objectives of the residential program are:

1. to develop a greater awareness, understanding, and respect for the natural environment through an interdisciplinary approach to environmental studies.

2. to integrate environmental concepts into the instruction of English, math, social studies, science and the arts.

3. to utilize the land and water resources of other-than-school agencies for the instruction of students and the training of teachers.

4. to combine resources and coordinate programs of schools and other governmental agencies for the establishment of outdoor/environmental programs.

5. to provide an opportunity for students to study the impact of past events in the history of Long Island on the present.

6. to provide an opportunity for students to identify various specific characteristics and functions of organisms and associate the role of each within the ecosystem.

7. to provide an opportunity for students to compare and contrast natural and pristine environments with those modified by man.

The overall goal of the program is to provide natural settings, materials and teacher inservice education for the purpose of infusing environmental studies into the classroom and school.

## Residential Inservice and Implementation

Successful completion of inservice training and implementation of a day-use program qualifies a teacher for residential participation.

## Residential Inservice

Although teacher preparation for managing overnight learning experiences for students is the same in principle as that for day experiences, the overnight situation offers additional opportunities and carries additional responsibilities; participation in a second type of inservice preparation is therefore required.

If the basic principles of teaching in the out-of-doors are understood, overnight inservice concentrates on use of the resources of the site, special equipment such as that which might be used in astronomy, night-time activities and procedures relative to providing meals and housing.

Overnight inservice is scheduled as an early fall or early spring day(s) to be spent at the site chosen. As with day inservice, planning sessions precede overnight implementation. These are scheduled as group planning sessions usually conducted late afternoon or early evening at one or more of the day-use sites.

## Residential Implementation

Overnights will be calendared as five days and four nights running.

Overnight implementation requires making arrangements and following procedures parallel to but somewhat more complicated than those used in day implementation. Meals and meal preparation, provisions for bedding and adequate clothing are an added teacher responsibility. The teacher supplements learning experiences with social and recreational experiences.

As with day implementation, a teacher's second or further year of overnight implementation should be accompanied by overnight inservice, with the possibility of being excused from certain inservice sessions.

## INSERVICE CREDIT FOR PARTICIPATING TEACHER

The teacher who successfully completes an inservice and implementation program, either day or overnight, is awarded a SCOPE certificate of completion of two equivalent academic hours. In two different years, a teacher may qualify for both certificates for a total of four credits. Criteria determining qualification for these certificates are the same as those determining qualification for any other inservice credits as spelled out in the general catalog of regional inservice workshops; these criteria include attendance requirements and performance levels judged satisfactory by the Outdoor Learning Laboratories staff.

A second or further year of day participation, or of overnight participation, does not entitle a teacher to additional credits. Additional credits may, of course, be obtained through completion of regional or subregional workshops.

## TEACHER PARTICIPATION IN SUPPLEMENTARY PROGRAMS

### Saturday Optional Environmental Workshops

All teachers from SCOPE participating districts, whether or not currently participating in the Outdoor Learning Laboratories Program, are welcome to attend environmental tours, canoe trips, demonstrations, and other types of programs on Saturdays during the school year.

### Regional and Subregional Environmental Workshops

All teachers affiliated with school districts participating in the SCOPE basic program are welcome to enroll in any of the numerous specialized environmental or other workshops offered through the SCOPE regular and spring supplement catalogs of regional inservice workshops.

School districts participating in the SCOPE basic program are welcome to request environmental or outdoor education workshops designed to meet local needs.